



## Curriculum Policy

This policy was reviewed April 2018 by:

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The policy was approved by the SD Committee on 26 April 2018

This policy is reviewed biennially

Date of next review: Autumn Term 2021

### 1 INTRODUCTION

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum, given in paragraph 3.1 of the framework document, to:

- Provide pupils with an introduction to the essential knowledge that they need to be educated citizens
- Introduce pupils to the best that has been thought and said
- Help engender an appreciation of human creativity and achievement

Revised National Curriculum 2014.

It also includes the 'hidden curriculum,' what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, while developing knowledge and skills, so that they can achieve their full potential.

### 2 VALUES

2.1 Our school curriculum is underpinned by the values of King Edwin Primary and Nursery School. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the values stated in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values upon which we have based our curriculum.

- To create a safe and caring environment where children develop a positive self-image, self-discipline and learn to respect and value others in our school community, regardless of race, gender, religion or other personal circumstances.
- To nurture a sense of moral awareness in our pupils so that they know the difference between right and wrong and become responsible for their own actions to both themselves and the school community. We aim for every child to foster a healthy and active life style.
- To offer our pupils a broad and balanced curriculum; which develops progressively and is appropriate to each individual's needs. We provide a creative curriculum approach to teaching and learning thus incorporating children's interests and ideas in order to maximise their engagement and absorption in lessons.

- To ensure that each pupil achieves excellence in relation to their potential via a curriculum informed by meaningful assessments and monitoring of progression.
- To encourage children to develop open and enquiring minds, through the acquisition of the necessary skills, concepts and knowledge for life.
- To encourage children to work independently and to take responsibility for and demonstrate interest in their learning.
- To establish a partnership with all those involved in our school; staff, governors, parents and pupils, LA and community.

### 3 AIMS AND OBJECTIVES OF OUR CURRICULUM

- to enable all children to learn, and develop their skills, to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT)
- to enable children to be creative and to develop their own thinking
- to teach children about the wider and global community and their role within it
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- to help children understand the importance of truth, fairness and British values, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- to prepare children and equip them with necessary skills and responsibilities of adult life
- to promote the importance of a healthy lifestyle

### 4 ORGANISATION AND PLANNING

4.1 We plan our creative curriculum in three phases. We agree a long-term plan for each Key Stage. This indicates which topics are to be taught each half term and to which groups of children. We review our long-term plan on an annual basis to ensure even coverage, progress and relevance for the children.

4.2 With our medium-term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Each topic may have a subject focus, for example a child may concentrate on a history topic then a geography focus in another term. We follow the Revised National Curriculum 2014 for all subjects as well as making use of various national schemes of work. Each topic begins with a question or hook to engage the children and the lessons are planned as learning challenges. A reflection session is held at the end of each theme where children share what they have learned.

- 4.3 Our short-term plans are produced weekly. We use these to set out learning objectives for each session making links between different subjects where appropriate to produce a creative curriculum.

## 5 EQUALITY AND ENTITLEMENT FOR ALL

King Edwin School prides itself on equal access to all areas of the Curriculum for all children irrespective of race, gender or need.

The school will ensure that all children, unless it is inappropriate (e.g. significant special need), will cover the content made statutory by the programme of study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be available as finances allow, to enable children access to the learning required.

## 6 CHILDREN WITH SPECIAL NEEDS

A separate policy is held in school.

## 7 THE FOUNDATION STAGE

We promote a curriculum that is play based where children are given opportunities to engage in first hand experiences. We encourage active, meaningful learning that will have a positive impact on children's learning and development in all areas.

The Early Years Foundation Stage Curriculum is organised into seven areas of learning and split again into 'Prime' and 'Specific' areas:

### Prime Areas:

- Communication and Language – 'listening and attention', 'understanding' and 'speaking'
- Physical Development – 'moving and handling' and 'health and self-care'
- Personal, Social and Emotional Development – 'self-confidence and self-awareness', 'managing feelings and behaviour' and 'making relationships'

### Specific Areas:

- Literacy – 'reading' and 'writing'
- Mathematics – 'numbers' and 'shape, space and measures'
- Understanding the world – 'people and communities', 'the world' and 'technology'
- Expressive arts and design – 'exploring and using media and materials' and 'being imaginative'

We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult-led and child-initiated activities. This includes whole group work, small group work and carefully planned independent activities for children to engage with the topic that is being taught in that half term.

Teaching and learning in our Foundation Stage Unit takes place both indoors and outdoors. We believe it is of vital importance to cater for the different learning styles of children, which we address through the use of the Early Years Foundation Stage 'Characteristics of Effective Learning'. These are concerned with the way in which children learn, rather than the outcome they produce.

## Characteristics of effective learning

- Playing and Exploring – engaging
  - Finding out and exploring
  - Using what they know in their play
  - Being willing to have a go
  
- Active Learning – motivation
  - Being involved and concentrating
  - Keeping on trying
  - Enjoying achieving what they set out to do
  
- Creating and thinking critically – thinking
  - Having their own ideas
  - Using what they already know to learn new things
  - Choosing ways to do things and finding new ways

## Assessment

At the end of the Foundation Stage, children are assessed against all areas of learning and a report is written about each child's characteristics of effective learning.

The subheadings within the areas of learning create 17 Early Learning Goals (ELGs). Every child is assessed against all 17 ELGs and the level which they are working within each individual ELG. Children are assessed as either 1, 2 or 3 on each of the 17 ELGs:

- 1 indicates that the child is working below ARE for that aspect
- 2 indicates that the child is achieving ARE for that aspect
- 3 indicates that the child is achieving above ARE for that aspect

## 8 KEY SKILLS

8.1 The following skills have been deemed 'key skills' in the revised National Curriculum;

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving

8.2 In our curriculum planning we plan to help children develop these skills so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in

these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## 9 THE ROLE OF THE SUBJECT LEADER

The role of the subject leader is:

- To provide a strategic lead and direction for the subject
- To support and offer advice to colleagues on issues related to the subject
- To provide efficient resource management for the subject

It is the role of the subject leader to keep up to date with developments in their subject, at both local and national level. They review the way the subject is taught in school and plan for improvement through action plans. This development links to whole school objectives. Subject leaders review the plans for their subject, to ensure that there is coverage of the National Curriculum and that planning follows schemes of work.

## 10 MONITORING AND REVIEW

- 10.1 The governing body's Strategic Development Committee is responsible for monitoring the way the school curriculum is implemented. Subject leaders provide annual reports to the governors on progress and plans for development within each subject area. Link governors will use these reports to inform their task of monitoring the work of the school.
- 10.2 The Headteacher and Curriculum Manager are responsible for the day to day organisation of the curriculum. The Senior Leadership Team and Subject leaders monitor the lesson plans for teachers, ensuring that all classes are taught the full requirements of the National Curriculum
- 10.3 Subject leaders monitor the way their subject is taught throughout the school. They examine planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## 11 CURRICULUM STATEMENTS

Year-on-year curriculum statements will appear in the Curriculum section of the School's website and will be reviewed annually by Subject Leaders

- English
- Mathematics
- Science
- Computing
- MFL
- PE
- PSHE
- Humanities
- Art
- Technology
- Music
- EYFS

